

Supervision of Curriculum Implementation in Nigerian Schools

Conrad Ugochukwu Ukozor

*Department of Educational Management, University of Abuja,
conradorare@gmail.com*

Ernest Ohiosmua Ohibime

*Department of Education, University of Abuja, Nigeria,
ohisernest@gmail.com*

ABSTRACT

Supervision is critical for the attainment of quality education. Supervision of human and materials resources is very important in curriculum implementation. Supervision of curriculum implementation in Nigeria is plagued with many challenges. This paper discussed challenges facing curriculum implementation in the Nigerian schools. Secondary data collected from both print and online publications were used for the paper. The paper concluded that poor funding, insecurity problems, challenge of transportation facilities, distance, shortage of supervision and inadequate supervision materials. Based on tis challenges identified, the suggested the following; Government should increase the funding of instructional supervision of schools across the country. Government should employ more professional supervisors and deploy them to federal, states and local government ministries and agencies. More supervisory materials should be provided for all supervisors working in the federal and state ministries and department in charge of schools supervision. Government should provide adequate transportation facilities for all the departments and agencies in charge of school supervision in the various across state of federation.

KEYWORDS: *Curriculum Implementation, Supervision, Schools.*

Introduction

Kelly (2008), viewed curriculum as those things which students learn because of the way in which the work of the school is planned and organized but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements. Curriculum is defined as a series of planed learning experiences deliberately and purposefully organized to maximize the opportunities available for individuals to actualize their inherent genetic blue print in both formal and informal institutions. There are also wider social, cultural, economic and political contexts in which the curriculum can be viewed as primarily an ideological battleground for a wide range of competing socioeconomic, cultural and political interest groups. These different groups compete to enlist their professional interests, values and attitudes on the curriculum. The curriculum thus becomes one of the instruments for implementing education policies and programs (Ikechukwu, & George, 2023). Akudolu (2011), curriculum covers educational goals, the content or fact to be learnt, the learning experiences, outcome of learning encounters and the learning environment. Esu and Emah (2014), curriculum consists of knowledge, skills, values, activities and many more, which students learn through various school subjects. Ejike, & Ejike (2018), cited Offorma (2005), curriculum is a planned learning experiences offered to a learner in school. It involves three components such as program of studies, programme of activities and program of guidance. In recent time, human activities and life have become highly industrialized and technical hence the meaning of the term curriculum has also been changed to meet the needs of society and

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different causes of studies. Bobbitt (2008), defined curriculum as the course of deeds and experiences through which learners become the adults they should be for success in adult society. In other words, curriculum encourages the entire scope of formative deed and experience occurring both within and outside school for the purposeful formation of adult members of society. Curriculum in fact is an organized plan of course outlined with the objectives and learning experiences to be used for the achievement of the objectives of education (Ejike, & Ejike 2018).

Curriculum Implementation

Ejike, & Ejike (2018), curriculum implementation fosters curriculum evaluation and this guides the learning outcomes. The major implementers of curriculum are the teachers. They set up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values through adoption of appropriate teaching methods and materials to guide students' learning. The curriculum planned and developed is implemented through the medium of instruction. This is why curriculum implementation is seen as the daily activities of school management and classroom teacher in the pursuit of the achievement of the objectives of the school curriculum, all in a bid to realize the national philosophy of education. Okebukola (2004), viewed curriculum implementation as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain.

Mkpa (2007), curriculum implementation is the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its effective implementation at all levels in order to achieve the desired goals while Ekpo & Oka, (2009), defined curriculum implementation as the various steps involved in achieving the derived curriculum objectives of educational programmes. Garba (2004), noted that curriculum implementation is putting the curriculum into work for the achievement of the goals for which the curriculum is designed. From Above, curriculum implementation is the systematic way of executing the planned document into action. Curriculum Implementation needs effective supervision to realize its objectives in educational institutions.

Supervision

Kamindo (2006) defined supervision as leadership for the improvement of instruction and ultimately student learning. These definitions suggest that the role of supervision is to improve teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality instruction. Supervision is a process which strives to stimulate others towards greater effectiveness or productivity. Nwaogu (1980) viewed supervision as the process of bringing about improvement in structure by working with people who are working with pupils. Supervision is a process of stimulating growth and a means of helping teachers to help themselves. Supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. The word, supervision was derived from a Latin word, "Supervideo" meaning to "oversee". In education, supervision is that phase of school administration which sees the improvement of instruction. Abubakar, et al (2017) observed that instructional supervision is one of the processes by which school administration attempts to achieve acceptable standards of performance and the results. It's the tool of quality control in the school system. The quantity and the quality of resources available to the school administration and the process adopted or followed by it, often create problems and challenges to the instructional supervisor. Carter (2000) instructional supervision as: all efforts as designated to schools towards providing leadership to the teachers and other educational workers for the improvement of classroom instruction".

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Kimosop (2002), instructional supervision is an expert technical service primarily concerned with studying and improving learning and pupils' growth. Instructional supervision can also be defined as the set of activities designed to improve the teaching-learning process. In Nigeria, there has been a critical analysis on what instructional supervision should be. Spears (2007) viewed instructional supervision as an internal process (micro-inspection). He opined that micro inspection concerns itself with regular resources utilization and processes in a school and the maintenance of lines of action that promote productivity. Ezekwugo (2005) instructional supervision is a planned programme required for the improvement of instruction. This implies that instructional supervision involves a set of activities, which are called on with the purpose of making the teaching learning process better for the learner. Supervision take two forms. External and internal supervision.

External Supervision

Halpin, (1966) defined external supervision as playing a complementary role in the supervisory process. He looks at external supervision as complementing the role and duties of the internal supervisor by providing professional advice and guidance to teachers. Sergiovanni, & Starratt, (2007) observed that the duties of the external supervision include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instruction through direct contact with the classroom teacher. External supervisor is mainly to evaluate the effectiveness of the instructional programme in terms of what it does to the people (Beach, & Reinhartz, 2000).

Internal Supervision.

Internal supervision according Wanzare, (2011) deals with all the activities performed by teachers and principals in the school to enhance teaching and learning. We could classify internal supervision as that type of supervision that takes place within the school itself. Head teachers, teachers and pupils do this type of supervision. Supervision by the pupils is when from time to time prefects and class leaders ensure that assignments given to pupils/students are done, when teachers are absent from the classroom. Supervision of the pupils/students' work by the teachers is very important in enhancing pupils' achievement because the teacher/pupil contact daily more than any other contact the pupil has with other supervisors. Ogunode (2020) cited Neagley, & Evans, (1970) defined internal supervision as supervision within the various institutions by the institutional heads while external supervision deals with supervision from the local, district, regional or national offices. Internal supervision is where the head or principal in present day public school organization is the chief school administrator in the day-to-day administration and supervision of the school. Supervision of curriculum implementation is plagued with a lot of problems in Nigeria.

Problem facing Supervision of Curriculum Implementation in Schools

There are many problems facing supervision of curriculum implementation in schools. Some of these problems includes; poor funding, insecurity problems, challenge of transportation facilities, distance, shortage of supervision and inadequate supervision materials.

Poor Funding

Noun (2007) observed that during the colonial and postcolonial era, funding of schools was based on the submitted reports by the supervisors of education about the development of the schools. Funding schools in contemporary times does not depend on school performance in examinations. Supervisors report is now worthless at the ministry because the reports are not being taken seriously by the ministry of education officials in the recent past as they were in the colonial period. Inadequate funding either by government, concerned Ministry and individual proprietors affect supervision and administration of schools. Ogunode & Richard (2021) submitted that inadequate funding is a major

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problem facing the supervision of schools. The fund allocated for supervision of education by the government is not adequate to supervise the educational institutions effectively. The inability of the federal and state government to stick to the 26% UNESCO recommendation for the administration of education annually is responsible for the poor funding of supervision of schools in Nigeria (Ogunode, Chijindu, & Jegede 2022; Ogunode, Johnson & Olatunde-Aiyedun, 2022). Inadequate funding of supervision of educational institutions is responsible for shortage of professional supervisors, inadequate supervision materials, inadequate transportation facilities and poor capacity development programme of supervisors across the country. This submission is confirmed by Noun (2007) who submits that funding has been a major challenge facing not only supervision of instruction but also education. The fund available to the inspectorate unit in the ministry of education does not carry out the enormous task given to them. It is becoming increasingly impossible for inspectorate unit of the education ministries to service and repair vehicles needed for supervision exercises and even to pay duty tour allowance (DTA) of supervisors where need be. The state government lacks the political will to support effective supervision of secondary schools across the country. The attitudes of the political actors towards supervision of education are not encouraging. This inadequacy is reflected in non-provision of the school's statutory material and physical plants.

Insecurity Problems

The supervision of the school in Nigeria has been disrupted by insecurity in some parts of the country. Insecurity in Nigeria especially in Northern and Southern Eastern part of Nigeria is also affecting the supervision of secondary school education. Many secondary schools have been attacked across the country which had led to the closure of schools. Ogunode (2021) concluded that insecurity in Nigeria is preventing effective supervision of educational institutions, especially primary, secondary and tertiary institutions across the federation. The high rate of insecurity in Northern Nigeria is affecting the supervision of educational institutions across the various states in North-East and south east Nigeria. Boko Haram group had killed many students, teachers and school administrators because they are against western education in Nigeria, especially in the Northern part of Nigeria. Also Ogunode, Umeora, & Olatunde-Aiyedun, (2022); Ogunode & Ukozor (2022) and Ogunode, & Chijindu (2022) noted that insecurity in South East states has affected educational programme that included supervision in the religion. In North-central Nigeria, Ogunode & Ahmed (2022) observed that insecurity in the religion disrupted school programme that included supervision of instruction.

Challenge of Transportation Facilities

Inadequate transport facility is another challenge preventing effective supervision of educational institutions in Nigeria. Many state ministries and quality assurance units in majorities of states in Nigeria do not have adequate transport facilities to support the supervision programme of schools in the various states in Nigeria. Noun (2007) observed that supervisors of education have often complained of inability to cover most of their areas of operation. This is compounded by inaccessibility of some areas, e.g. riverine, nomadic and rural areas where schools are located. The problem of transportation cannot be separated from poor funding of the inspectorate and supervision unit in the ministry of education and the state of all Nigerian roads.

Distance

Another factor hindering effective supervision of curriculum implementation schools in Nigeria is distance. Many educational institutions are located in rural areas very far from the city. Some of the communities in which the schools are located cannot be access unless by motorcycle. The long distance of these schools affects the constant supervision of the curriculum implementation in the schools. Research has it that many public schools in Nigeria in the rural areas that are not motor-able. NOUN (2007) noted that supervisors of education have often complained of inability to cover most

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Shortage of Supervisors

Noun (2007) asserted that Nigerian supervisors of education are deficient in relevant supervisory skills because there is no pre-professional or pre-practice training for the supervisors. School heads need to be trained in order to acquire the relevant skills for performing the supervisory functions. Umar; Hauwa'u & Nura (2017) also agreed that many schools in the country suffer defective teaching because the absence of qualified staff in some subject areas. Also, insufficient and unqualified supervisors in the educational system in most cases, many schools visited are not thoroughly assessed because the inspectors/supervisors are not enough for the subject areas. Another fact is that most of the inspectors are not specialist in important areas like science and technical subjects. Shortage of professional supervisors with specialization in the supervision of school is an enormous challenge preventing effective supervision of schools in Nigeria. Ogunode et al (2021) and Ogunode, et al (2021) established that many state ministries and agencies of state government do not have adequate professional supervisors for supervision for schools across the federation. The inability of the government to employ adequate supervisors is affecting the supervision of educational institutions across the country

Inadequate Supervision Materials.

Inadequate supervisory material is a problem affecting effective supervision of secondary school education in Nigeria. Many supervisors working in the various state ministries of education and agencies carrying out secondary schools do not have adequate supervisory materials to carry out effective supervision in secondary schools across the federation. This submission is confirmed by Ahaotu, Ogunode & Obi-Ezenekwe (2021) and Umar; Hauwa'u & Nura (2017) who observed that Supervisors face an obstacle of insufficient materials. This is as a serious problem which hinders their assignment. The job of supervision is done through the use of material resources. What materials to use, how many are available to the instructional supervisor may depend on the type of supervision envisaged.

Low Teachers' Morale

Ahaotu, Ogunode & Obi-Ezenekwe (2021) noted that school supervisors, school heads and the supervisees do not receive corresponding or much incentive to enable them to be totally committed to their jobs. The general belief by Nigerians is that teaching profession is of low esteem. More than half of the teachers on the job are bidding their time to get alternative employment and opt out of teaching because they are dissatisfied with the job. It is difficult for such a teacher with the mind-set that teaching is a stepping stone to be totally committed to their job and this could greatly have negative influence on their teaching, thereby making supervisor work more tedious.

Conclusion and Recommendations

Supervision is critical for the attainment of quality education. Supervision of human and materials resources is very important in curriculum implementation. Supervision of curriculum implementation in Nigeria is plagued with many challenges. This paper discussed challenges facing curriculum implementation in the Nigerian schools. The paper concluded that poor funding, insecurity problems, challenge of transportation facilities, distance, and shortage of supervision, inadequate supervision materials and low teachers' morale. Based on tis challenges identified, the suggested the following;

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- a) The government should increase the funding of instructional supervision of schools across the country;
- b) The government should employ more professional supervisors and deploy them to federal, states and local government ministries and agencies
- c) More supervisory materials should be provided for all supervisors working in the federal and state ministries and department in charge of schools supervision;
- d) The government should provide adequate transportation facilities for all the departments and agencies in charge of school supervision in the various across state of federation;
- e) The government should solve all issues responsible for insecurity in Nigeria. This will aid effective school supervision in Nigeria.
- f) The government should motivate the supervisors by increasing their salaries and other allowance.

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